

A photograph of a traditional dance performance, likely a fire dance, featuring a male dancer in the foreground wearing a red loincloth and holding a flaming torch. Other dancers are visible in the background. The image is partially covered by a dark circular graphic in the top right corner.

2018 ACCREDITATION Team Visit Guide Booklet

MARCH 7-9, 2018



GUAMCOMMUNITYCOLLEGE

CONTENTS

Guam Community College Mission and Vision	2
Guam Community College Strategic Goals	3
Brief Notes from the President & ALO	5
About the Accreditation Site Visit	6
What are the Accreditation Standards	7
Things to expect during the Team Visit	8
Get to know the members of the Visiting Team	9 - 10
The ISER Development Process: 2012-2017	11
Quality Focus Essay	12
ISER Movers & Shakers	15

MISSION

Guam Community College is a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia.

SINANGAN MISION

(Chamorro translation)

Guiya I Kulehon Kumunidat Guahan, I mas takhilo'mamanaguen fina'che'cho yan I teknikat na kinahulo' I manfachte'cho ya u na'guaguaha nu I manakhil' yan manmaclek na tiningo' ni I manmafananagui yan I fina na'guen cho'cho gi iya Makronesiha.

VISION

Guam Community College will be the premier educational institution for providing globally recognized educational and workforce development programs.

GCC STRATEGIC GOALS

Goal 1: Retention and Completion

S

Strengthen and improve curriculum and educational delivery to provide a student-centered educational experience that fosters retention and completion to prepare our students for engagement in a global workforce.

Goal 2: Conducive Learning Environment

T

Transform the campus into a facility conducive for learning and teaching with a genuine sense of family spirit and dialogue among employees who are committed to student access and student success.

Goal 3: Improvement and Accountability

E

Enhance the existing integrated planning, review and evaluation processes that provide for the allocation of re- sources based on assessment results and college-wide priorities in order to boost improvement and accountability.

Goal 4: Visibility and Engagement

P

Promote the Guam Community College brand to achieve regional, national, and international recognition



Why is accreditation important to GCC?
As your college president, I believe that accreditation is beneficial to our students, parents, and employers because:

It puts a stamp of approval on the graduates of our programs; completing a program from an accredited institution such as GCC indicates that graduates are expected to display knowledge and skills at a certain level;

It enables our students to transfer to other higher education institutions because accreditation addresses and validates program quality that meets or exceeds set standards;

It allows us to avail of federal funding to support student completion of programs in a timely manner, as well as the ability to apply for federal grants; and

It provides us with rich opportunities for continuous improvement of educational programs due to feedback from peers and colleagues who see us from an outside perspective.

I also believe that accreditation protects the interests of students, parents, institutions, and prospective employers by ensuring that programs offered at GCC possess a level of quality that meets or exceeds standards that were developed by expert educators. While accreditation does not ensure that every student who graduates from our college will become a successful employee in the world of work, it does guarantee that the student will demonstrate a certain set of skills and abilities that align with ACCJC accreditation standards.

Dr. Mary A. Y. Okada
President



As your Accreditation Liaison Officer (ALO) since October 2007 when I was first appointed as GCC's Vice President for Academic Affairs, this year (2017) marks my 10th year of serving in this role. I have learned a lot about institutional accreditation since then, and have matured in this role over the years. I have also actively participated in accreditation activities outside of GCC, including four comprehensive site visits to other ACCJC institutions in Hawaii and California. I have seen how various institutions set up their Institutional Self Evaluation Report (ISER) process, and how they prepare for the team visit. Here at our college, setting the stage for the ISER development required tons of effort in team building, motivating, and recognizing individuals who have made large and small contributions to this herculean effort. To be sure, this is not a singular, but a collective, college-wide effort and I appreciate everyone's perseverance and tenacity as we struggled together to complete the self study. We did this together successfully in 2012, and six years later, we have done it again! As we anticipate welcoming the visiting team to our campus March 6-9, 2018, I am confident that we are as ready and prepared for the visit as can be, and that our concerted efforts will go a long way in ensuring that our students achieve success for an improved quality of life for themselves and their families.

Dr. R. Ray D. Somera
Vice President for Academic Affairs &
Accreditation Liaison Officer (ALO)

The **10-member accreditation team** (including team assistant) will arrive on the Guam Community College campus on Wednesday, March 7 and the visit will conclude on Friday, March 9, 2018.

The **President's Conference Room (PCR)** in Building 2000 (2nd floor, right wing) has been designated as the team room for the visiting team. As their private work space, a sign will be posted to identify the PCR as the team's work area and hence, noise and other distractions should be kept at a minimum around this area during the week of their visit.

Specific hours will be scheduled for an open forum with employees and students when the team is available to the entire campus community.

Name badges will be provided to the team members so that they are easily identifiable as they conduct their work on campus. If any one of them stops you in the hallway or on the grounds, please provide them with clear and concise directions to buildings or rooms that they want to visit, if requested. You can help facilitate the team's efforts by explaining to them how Guam Community College functions as an institution, what our mission means to us and to our island, and what we do to ensure that our students have the necessary academic, financial, and social support to complete their respective programs in a timely manner.

On **Friday, March 9**, the team, led by the Chair, will offer an exit report in the Multi-Purpose Auditorium (MPA) to provide us with a preview of their observations whilst visiting with us. Please mark your calendar this early so you can hear about the team's on-site thoughts about our institution as Guam's only community college.

When interacting with the visiting team during their time spent on campus, here are some friendly reminders:

Say hafa adai (hello and welcome) **to the team members** and provide assistance, if asked;

Be willing and open to respond to questions they may have about you or your workplace;

If you are asked a question that you are unable to answer, recommend someone you know at the college who could best respond to the requested information.

GCC stakeholders, as well as members of the public, are welcome to read GCC's Institutional Self Evaluation Report (ISER). A hard copy is available at the Office of the Vice President for Academic Affairs (VPAA), Rm 2235 in Bldg 2000, Administration and Student Services Bldg. Please email **Dr. R. Ray D. Somera**, Vice President for Academic Affairs and Accreditation Liaison Officer (ALO) at reneray.somera@guamcc.edu for any questions or clarification about the report.

WHAT ARE THE ACCREDITATION STANDARDS?

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

Standard I.A: Mission

Standard I.B: Assuring Academic Quality and Institutional Effectiveness

Standard I.C: Institutional Integrity

Standard II: Student Learning Programs and Support Services

Standard II.A: Instructional Programs

Standard II.B: Library and Learning Support Services

Standard II.C: Student Support Services

Standard III: Resources

Standard III.A: Human Resources

Standard III.B: Physical Resources

Standard III.C: Technology Resources

Standard III.D: Financial Resources

Standard IV: Leadership and Governance

Standard IV.A: Decision-Making Roles and Processes

Standard IV.B: Chief Executive Officer

Standard IV.C: Governing Board

Standard IV.D: Multi-College Districts or Systems (does not apply to GCC)

Eligibility Requirements (ERs): There are 21 eligibility requirements that a college must continuously meet to maintain eligibility for accreditation. The first five ERs (Authority, Operational Status, Degrees, CEO, and Financial Accountability) are addressed separately, while the rest are addressed as part of the responses to Standards I through IV. Our ISER states that we all meet, if not exceed, the ERs and the ACCJC Standards.

THINGS TO EXPECT DURING THE TEAM VISIT

The visiting team will be on campus all day Wednesday, Thursday, and half-day on Friday the week of March 6 (March 5 is a Guam holiday). On Friday, March 9, the team will provide the exit report to the college community and will spend half a day on campus only. Before they even arrive, they will have read our ISER, studied our materials and viewed our supporting evidence on the 2018 Accreditation website. By that time, they will have some initial ideas of the strengths and weaknesses of GCC, and they will be following up on these initial observations while on campus, as a way to validate our ISER.

The team's training is to match the narrative with the evidence.

The team is focused on finding evidence that GCC meets accreditation standards. As they validate the ISER, they will review the narrative and supporting evidence that we have provided and may request additional documents so that they can achieve a good understanding of how GCC functions.

The visiting team is here to have a good conversation with us.

Through formal and informal interviews with Standard Committee Chairs and members, administrators, faculty, students and other college stakeholders, team members will form opinions about how well GCC is achieving its stated mission. Most of the visiting team's interviews will be scheduled in advance, but they will leave some open slots so that they can meet other individuals as needed. If you have a scheduled interview, you will be provided with advance notice. Visiting members will attend open forums and they may visit classrooms and attend committee meetings.

The team will validate that different course modalities (e.g., online vs. face-to-face) and different locations (e.g., postsecondary and secondary) offer unique student experiences. They will examine student success across these different modalities and locations. They will also look for evidence that student support services are consistently available so that our students are able to complete their courses or programs in a timely manner.

The team will determine from evidence if GCC uses data to plan, evaluate, and make decisions. They will look for illustrative examples of the College using quantitative and qualitative studies to improve college processes and, ultimately, student learning. They will be interested to examine how the College uses SLO assessment data, for example, to make changes that impact course and program offerings. The visiting team will also look closely at the College's use of assessment results to form plans that further promote student-centered success.

GET TO KNOW THE MEMBERS OF THE VISITING TEAM



TEAM CHAIR

Dr. Sonya Christian

President, Bakersfield College
Bakersfield, CA

In 2013, Dr. Sonya Christian became the 10th President of Bakersfield College. Under her leadership, the College has focused on improving student achievement and learning by engaging faculty and the community.

By making data and information available, Dr. Christian has cultivated campus-wide ownership of advancing the college's mission.

She was a member of the math faculty prior to moving into the administrative ranks of dean, vice president, and now president.

An advocate for continued education across social and economic boundaries, Dr. Christian has worked tirelessly to uphold and further that mission during her tenure as Bakersfield College (BC) President.

Dr. Christian began her three-decade career in education at BC in 1991, first as a math faculty member and later as division chair, then Dean of Science, Engineering, Allied Health and Mathematics. In 2003, Christian joined Lane Community College in Eugene, Oregon as associate vice president for instruction, then vice president of academic and student affairs and chief academic officer. Dr. Christian returned home in 2013 after being selected as the 10th President in Bakersfield College's prestigious history.

Under her leadership, Dr. Christian has maintained the institution's 100-plus year history of quality instruction while shepherding BC through an exciting phase of expanded opportunities for current and future students. Accomplishments during her time in office include BC being awarded permission by the state to begin offering a Baccalaureate degree in Applied Science in Industrial Automation, one of only 15 California community colleges selected to feature a four-year degree program; and earning a 2015 Exemplary Program Award from the Board of Governors for California Community College's for BC's ground-breaking "Making It Happen" mentoring program.

In 2015, Bakersfield College was recognized by the non-profit Brookings Institute as the best community college in California and among the top 10 in the U.S. for value-added mid-career earnings for its alumni.

Dr. Christian earned her bachelor of science degree from University of Kerala in Kerala, India; a master of science in applied mathematics from University of Southern California; and her doctorate from University of California, Los Angeles.

Finally, Dr. Christian is a social media enthusiast who maintains a blog simply titled "Sonya Christian's Blog." She writes about how the human bonds between BC employees and students thrive every day and because of it, she is **"the luckiest and happiest college president ever."**

VISITING TEAM (cont.)

TEAM ASSISTANT

Ms. Lesley Bonds

Director, Student Success and Equity

Bakersfield College

Bakersfield, California

ACADEMIC REPRESENTATIVES

Dr. Veronica Ogata

Student Success Coordinator
& Program Coordinator

Kapiolani Community College

Honolulu, Hawaii

Dr. William Hirt

Geology Instructor

College of the Siskiyous

Weed, California

Dr. Laurie Huffman

Professor, Dept. Chair-World Languages

Los Medanos College

Pittsburg, California

Ms. Susan Kazama

Interim Vice Chancellor for
Academic Affairs

Kapiolani Community College

Honolulu, Hawaii

Mr. Charles Sasaki

Dean of Academic Affairs, Division II

Windward Community College

Kaneohe, HI 96744

ADMINISTRATIVE REPRESENTATIVES

Ms. Sylvia Dorsey-Robinson

Vice President for Student Services

West Hills College Lemoore

Hanford, California

Dr. Susan Murray

Dean of Institutional Effectiveness

San Diego City College

San Diego, California

Mr. Eugene Huff

Executive Vice Chancellor, Administrative Services

Contra Costa CCD Martinez, California

THE ISER DEVELOPMENT PROCESS: 2012-2017

Excerpted from GCC's Institutional Self Evaluation Report (ISER), pp. 21-23.

GCC received its reaffirmation of accreditation for six years on July 2, 2012. The following day, the college's continuous cycle of institutional self evaluation started anew. This is because the College has firmly put in place an institutionalized annual self study structure that does not begin or end because of a team visit. Since fall 2012, several mini self study reports have been written and submitted to the Accreditation Liaison Officer (ALO) in order to document the college's compliance with the standards on a yearly basis. This is made possible because of an institutionalized committee structure embedded within the GCC Board-Faculty Union Agreement, where Standard Committees (I, II, III, and IV) are an integral part of the Faculty Senate structure. These are essentially faculty-led committees that form part of faculty workload in the form of one class release (equivalent to 45 hours) per semester. These Standard Committees functioned as separate committees from AY 2012 through AY 2015, with defined deliverables in the form of mini-ISER drafts at the end of each semester.

To prepare the college community for the ISER development process, the ALO led by example by taking the online ACCJC Accreditation Basics training and then required all employees of the college to take it as well, with the certificate of completion to be submitted to the AIER office. The whole college accepted the challenge and all 245 employees, including the president and board members, completed the online training by October of this year. AIER reported a 100 percent completion for all GCC employees at the last college assembly.

Because of this incremental process of ISER development, the greatest hurdle for this year's ISER was in the restructuring and rearranging of the previous five years' narratives so that the flow of the overall narrative remains intact. Moreover, because the GCC Board-Faculty Union Agreement was renegotiated this year (2017), a new structure involving the Standard Committees has just been put into place, effective fall 2017. The present ISER is therefore the result of a systematic synthesis of ideas from a self study process in flux within the last five years, as worked on by various committees and individuals, and now presented herein as a unified, single-voice composite report.

In several iterations of the mini-self study reports submitted during the accreditation off-years (2012-2015), the drafts benefited from comments and feedback made by the self study coordinator and the ALO. When the Accreditation Steering Committee (ASC) was convened in 2015, every opportunity was given to all campus constituents to provide comments and suggestions to several drafts of the ISER as it was being compiled, reorganized, and rewritten. This began during the formal accreditation kick off in August 2016, and continuously encouraged in four college assemblies of faculty, staff, and administrators from spring 2016 through fall 2017 dedicated to accreditation information and engagement. On March 12, 2017, a countdown meter was posted on MyGCC to increase campus awareness and build momentum towards the March 2018 accreditation visit.

During the months of momentum building, several drafts of the ISER were posted on the College's MyGCC portal with the invitation to all college constituents to provide input to those drafts. Regular announcements through the campus-wide online posting system were used to invite constituents' feedback. The ISER coordinator integrated these comments into the current drafts, which were then returned back to the committees for further review. This was in keeping with the College's participatory governance process, which affirmed the college's belief in the transparency and inclusivity of the ISER development process. Consequently, this present ISER was significantly made robust and rich from feedback generated from a diverse group of college stakeholders, inclusive of students, faculty, staff, administrators, as well as members of the governing board.

Project #1: GCC Middle College

As conceptualized, the Middle College initiative seeks to fulfill the following goals:

Systematically integrate the students' academic, career and social secondary and postsecondary experiences.

Blend the curriculum as a coherent entity, with high school and college-level work melded into a unified academic program that meets the requirements for a high school diploma, and potentially, a career technology certificate, and/or associate degree.

Provide students the opportunity to earn college credits toward a degree to transfer to a four-year institution.

The concept of a Middle College is not new to GCC, as this idea was first proposed in 1999 during the tenure of the previous college president. The idea never gained ground however since it did not emerge out of discussions “from the ground up”, so to speak. The idea of student success was not even a key component when it was first initially proposed to the campus community. There was no attempt to secure the support of the community or industry during its short-lived discussion during the late 1990s and early 2000s. The conversation about middle college under the current president emerged out of the Transformation Leadership Academies and the numerous T-zone conversations that have been held over the past year. As envisioned, the GCC Middle College will allow a selected cohort of students to complete a high school diploma and an associate degree at the same time.

Because the improvement of the student experience of GCC remains the core of all ideas to promote student success, two ongoing specific strategies have contributed to the emerging Middle College concept. These are the **(1) CLYMER** program, which stands for **C**lassroom **L**earning **Y**ields **M**ath and **E**nglish **R**eadiness, which is essentially a placement testing waiver for entering college freshmen who have maintained good grades in English and math while in high school, and **(2) Chalani365** (Chalani means “pathway” in Chamorro, the indigenous language of Guam), which is a year-round registration program enabling students to register for three terms at one time. As conceptualized out of T-zone meetings, these strategies for student success were primarily intended to facilitate student completion of their chosen programs of study, either through placement test waiver, or by registering for classes that allows for timely completion of a given program.

The Middle College concept is intended to bring together three integral components at GCC: a) the existing GCC- developed dual credit program (DCAPS) already in place in Guam public high schools b) the secondary to postsecondary articulation agreements that exist between the Guam Department of Education (GDOE) high schools and GCC; and c) the existing Adult High School program at the GCC campus. With the impending military buildup that will see the movement of troops from Okinawa, Japan to Guam within the next several years, the need for skilled workers for construction and other career and technical occupations remains critical. The establishment of a middle college at GCC is important for Guam's workforce because of the H2B issue that has become a persistent problem for the island in the last two years.

QUALITY FOCUS ESSAY (QFE)

Project #2: Year-Round Education (YRE) at GCC

In the newly-negotiated agreement between the GCC Board of Trustees and the GCC Faculty Union that covers 2017- 2023, the negotiating panel agreed to include the following verbiage under Article XXV with this title: Year-Round Education (YRE).

The Board and the Local agree to convene as allowed for in Article XXVI- Sole Agreement at a mutually agreed upon date (members to be determined by Chief Negotiators) to consider the feasibility of and/or process for implementing Year-Round Education (YRE) that will include fall, spring and summer to address student completion of their chosen educational pathway. (page 103)



ISER MOVERS & SHAKERS

At different points in the timeline of GCC's Institutional Self Evaluation Report (ISER) development, the following individuals, with their respective position titles, each contributed separately and collectively to the preparation of the multiple mini-drafts and final version of the report:

Standard I

Standard I: Mission, Academic Quality and Institutional Effectiveness and Integrity

AY 2017-2018

Ronald Gary Hartz, Team Advisor
Associate Dean, Technology
& Student Services (TSS)

Dr. Michael Chan,
Chair Dean, TSS

Christine Quinata
Administrative Aide,
Trades & Professional Services

John Payne
Program Specialist, TSS

Pilar Williams
Associate Dean, TPS

Barbara Blas - Staff Support
Word Processing Secretary II -
Academic Affairs Division

AY 2016-2017: Wendell Roden, Chair; Cecilia Delos Santos, Norman Aguilar

AY 2015-2016: Theresa Datuin, Chair; Wendell Roden, Barbara Rosario, Ronnie Abshire, Ricky Tyquiengco

AY 2014-2015: Theresa Datuin, Chair; Ronnie Abshire, Wendell Roden, Ricky Tyquiengco

AY 2013-2014: Troy Lizama, Chair; Ricky Tyquiengco

AY 2012-2013: Christine Matson, Lani Gamble

Standard II

Standard II: Student Learning Programs and Support Services

AY 2017-2018

Dr. Virginia Tudela, *Team Advisor*
Dean, TPS

Simone Bollinger, Chair
Dept Chair/Assistant Professor,
English Department

Dr. Elizabeth Diego
Associate Dean, Career
and College Success

Dr. Julie Ulloa-Heath
Program Specialist –
Reach for College

Anjelica Perez
Institutional Researcher, Assessment,
Institutional Effectiveness & Research (AIER)

Huan Hosei
Program Specialist,
Student Support Services/Night
Administrator, TSS

Christine Sison
Program Specialist,
Academic Advisement and
Career Placement

Tasi Mafnas, Staff Support
Administrative Aide, TPS Dean's Office

AY 2016-2017: Christine Matson, Chair

AY 2015-2016: Rebecca Toves, Chair; Tonirose Concepcion,
Christine Matson, Sharon Oliveros, Florie Mendiola

AY 2014-2015: Tonirose Realica, Chair; Clare Camacho, Becky Toves

AY 2013-2014: Tonirose Realica, Chair; Clare Camacho,
Carl Torres II, Angela Bordallo

AY 2012-2013: Clare Camacho, Chair; Carl Torres II,
Tonirose Realica, Angela Bordallo

Standard III

Standard III: Resources

AY 2017-2018

Edwin Limtuatco,
Co-Team Advisor Controller,
Finance and Administration

Francisco Camacho,
Co-Team Advisor, Administrator
Management Information Systems (MIS)

Christie Marie Ginson, Chair
Instructor, Math Department

Joann Muna
Administrator, Human Resources

Doris Perez
Assistant Director,
Planning and Development

Theda Rios
Inventory Management Officer,
Finance and Administration

Joleen Evangelista
Procurement and Inventory
Administrator

Bertha Leon Guerrero
Instructor, Developmental
Education/English

Josephine Arceo, Staff Support
Administrative Assistant,
Planning and Development

AY 2016-2017: Christie Ginson, Chair; Bertha Leon Guerrero,
Jose Lopez, Simone Bollinger

AY 2015-2016: Vera de Oro, Chair; Christie Ginson, Adrian Atalig,
Emma Bataclan, Bertha Leon Guerrero, Jose Lopez

AY 2014-2015: Vera de Oro, Chair; Adrian Atalig, Christie Ginson

AY 2013-2014: Vera de Oro, Chair; Sterlyn Sotomil

AY 2012-2013: Loressa Melegrito



Standard IV

Standard IV: Leadership and Governance

AY 2017-2018

Marlena Montague, Team Advisor
Assistant Director, AIER

Rosemary Loveridge, Chair
Assistant Professor, Practical Nursing

Carmen Santos
Vice President, Finance and Administration

Deborah Belanger
Member, Board of Trustees

Rowena Perez
Assistant Director,
Continuing Education /
Workforce Development

Cheryl San Nicolas
Accounting Supervisor,
Finance and Administration

Luke Fernandez
Student Trustee, Board of Trustees

Kieth Ashley Nonato
Pres., Council On
Postsecondary Student Affairs

Vangie Aguon, Staff Support
Administrative Assistant, AIER

AY 2016-2017: Rosemarie Loveridge, Chair; Jennifer Artero,
Barbara Mafnas, Rachel Lee

AY 2015-2016: Juanita Tenorio, Chair; Rosemarie Loveridge,
Jennifer Artero, Barbara Mafnas

AY 2014-2015: Pilar Pangelinan, Chair; Jennifer Artero,
Rosemary Loveridge, Loressa Melegrito

AY 2013-2014: Pilar Pangelinan, Chair; Jennifer Artero,
Rosemary Loveridge, Loressa Melegrito

AY 2012-2013: Pilar Pangelinan, Chair; Jennifer Artero

Dr. R. Ray D. Somera,
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Affairs & Accreditation Liaison
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ISER COORDINATOR
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Dr. Virginia Tudela
Assistant ALO
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Professional Services

Guam Community College is a leader in
career and technical workforce
development, providing the highest
quality, student-centered education
and job training for Micronesia.

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